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# The Normal School Quarterly

Series 8

January, 1910

Number 34

## HOME ECONOMICS

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I

### HOUSEHOLD SCIENCE

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II

### HOUSEHOLD ART

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# NORMAL SCHOOL QUARTERLY

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## HOUSEHOLD SCIENCE

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### HOUSEHOLD SCIENCE DEFINED

The terms "home economics," "domestic science and arts," "household science," and "household art" are all used interchangeably to designate a study of the home and its conduct. The subjects studied may be classed under the three general heads, food, shelter, and clothing. For convenience in classification of subject-matter, and to make specialization possible to teacher and student home economics is usually divided into two branches termed "household science," and "household art." Household science deals with all those phases of the subject most closely interwoven with the sciences—the study of the home, its formation, sanitation and administration, and the study of human nutrition, of foods and their preparation.

### DEVELOPMENT OF HOME ECONOMICS

The home has come down to us thru the centuries enveloped in sacred sentiment, burdened with primitive traditions. The study of the home as a factor in human history is a development of modern times made possible by the advance in the sciences, and made necessary by the radical changes in economic conditions. The home and its significance have assumed a wider interest and demand a deeper study than has ever been the case in the past. We are no longer content to entrust the various phases of household industry to

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The spellings recommended by the Simplified Spelling Board are used in the publications of the Illinois State Normal University.

unskild hands when we realize that the processes involvd in the preparation of foods produce chemical changes which may render them of no value or even of real harm to the body. We are no longer content to expose our bodies to the various diseases which we know may lurk in dust and dirt. The waste in human efficiency, the instability of social conditions, and the lack of beauty in our daily lives can not longer be regarded with equanimity by any intelligent student of life. Laws may be enacted, organizations may be formd, societies may give the help of their united action but every effort to improve public helth and social life will be vain unless the individual homes of the country are given study, and unless the housekeepers of the present and the future are educated in a more than superficial way in the science and art of housekeeping and home-making.

Home economics means more than an application of science and art to secure certain desired results in the preparation of wholesome, palatable foods, and in the selection of artistic articles of dress and furniture; for the home must always be regarded as a social unit and the expenditure of energy, material, time and money must all be taken into consideration in any study of its activities. Likewise the home is the place where the individual is given such physical, intellectual and ethical training that he is made an efficient human being. Therefore the economics of home consumption, the place of the home in the social order and the intellectual and spiritual influences of the home are all included in a study of home economics.

#### CONDITJON OF THE HOME—PAST AND PRESENT

Time was when the home ment merely a place of safety and protection. Later it became the place for rearing and educating the young. In time all the industries involvd in the preparation of food and clothing were carried on under the home roof, and the home became the center of a busy industrial life. During the past century these industries of the home have been removed one by one from the hands of women until little remains to be done in the home

but cooking and cleaning and the rearing of the young. That the two former tasks may not eventually be almost exclusively performed by co-operative kitchens, steam laundries and public vacuum cleaners, who can be quite sure? That the rearing of children is being more carefully and successfully done than when, before the advent of the factory system, the home was the center of production, who would dare to assert? Any doubt we may feel arises not because there is no longer time for the rearing of children in the home (the domestic duties of the housekeeper are constantly growing less), but because the home has ceased to demand the active co-operation of the child in productive industries, and so, all too frequently, fails to give him any preparation for the real work of life. This condition exists for the reason that up to the present the home has failed to adjust itself completely to the changed economic conditions, the specific work which remains to be done by the home has not been clearly defined and housekeepers have not been educated to realize their importance as economic factors or to recognize the force of the home as a social factor.

Great as have been the changes produced in social life by the advent of the factory system and the development of the industrial era, the effect of these changes has been nowhere so marked as on the lives of women. As the labors of the home diminished women found it necessary to look outside the home for employment and support. The big business concerns needed workers and afforded the great attractions of novelty and social intercourse, so that women in need of work flocked to the factories and became more and more removed from the home and its training. Gradually, too, the younger women and girls became absorbed by the factory system so that even in the earliest years the home influences became lost to them and no knowledge of housekeeping was obtained nor was such knowledge felt to be of vital importance.

About the same time that these economic changes were coming to pass gradual changes in public opinion opened the

higher institutions of learning to women and another class of girls welcomed this as an escape from the uninteresting monotony of home life, where productive industries were no longer carried on and where, as yet, no new interests had been created. Since at first the institutions admitting women made but slight changes in their curriculums the higher education of women failed to develop that knowledge of the home as a social factor or as the center of a large number of scientific phenomena which would render it one of the world's most interesting laboratories for study and investigation. Thus the home was left to the care of the wives and mothers whose duties were centered there and on the one hand they were deprived of the support of those whose labors, if wisely directed, would have materially diminished the work of house-keeping; on the other hand they were unaided by those women whose education should have helped to develop the science of the home.

It is scarcely surprising that the movement swung to the extreme, for social movements usually do; that women gradually began to think of housekeeping with distaste, if not aversion; and that housekeeping finally became all but a lost art. The work which was performed by untrained foreign servants and directed by women who had not been fitted for their positions as housekeepers either by training or by education came to take low rank among the world's industries. The ability of women and the value of woman's work in the world became a matter of question and concern.

#### WOMAN'S SPECIAL CALLING—HOME-MAKING: SPECIAL PREPARATION NEEDED

What is the woman's calling? Home-making shall we say? Yes, we must agree that home-making is woman's special calling, but we must not limit women's sphere to home-making in its technical sense for women have shown themselves fitted for various trades and professions, in many of which they equal, in some of which they excel men. Still in the last analysis, whatever the calling of the individual woman may be, at some period if not at every period of her

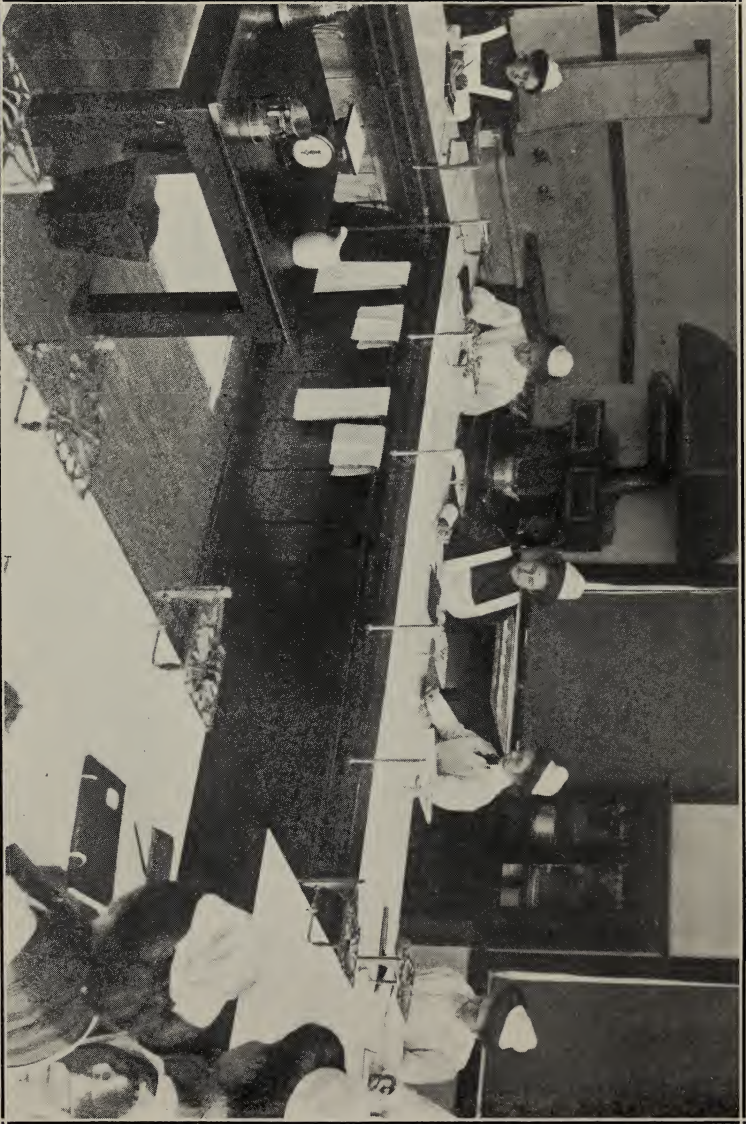


PLATE I. A VIEW OF THE KITCHEN

life, she feels it necessary to make a home for herself or for others who are dependent upon her.

It is beginning to be universally felt that just as boys must study the forces of nature, the laws of the country and general economic conditions so all girls must receive some special instruction in those studies which pertain more clearly to the home. The young girl who is to be the homemaker of the future, the young girl who is to engage in industrial occupations in the homes of others and the young girl who is to follow some professional calling will all be better prepared for the future if some study is made of home economics during her early life.

There are certain general facts in regard to the world's work of which every man should have a knowledge whatever his profession; in like manner there are many laws of household science with which every woman should be familiar, and a woman's ignorance of household matters should be regarded in just as grave a light as the ignorance of a man entering upon a business career who has not the knowledge of the simplest laws of the business world. Nor should this be regarded merely as a trite truism. Life is a sacred thing and the home which guards that life is worthy of deepest study. And yet compare our attitude toward a man who enters a business office with no preparatory training and the young woman who voluntarily undertakes the responsibilities of matrimony lacking all knowledge of housekeeping and home-making. The young man's ignorance may make short work of his business career, but the young woman is allowed to assume duties still more grave for which she is utterly unprepared and the weight of which she regards but lightly.

The sickness and death which result in the household from lack of education on the part of the housekeeper are still almost universally regarded in the most godless communities as "visitations of Providence" and the response which our educational systems is making to the plea for hygienic living is but slowly adjusting itself. Already na-



tional laws are being enacted as safeguards against disease and death. Are individual homes making a like effort to meet the needs of the hour, are they being established with careful observance of sanitary laws and being conducted on scientific principles? Housekeepers who have become aware of the demands of the situation and who have the leisure are making a study of many of the conditions with which they meet but the movement is still far from being a universal one and the need for concentrated action has devolved upon the schools where it has been met most wisely.

RELATION OF THE SCHOOLS TO THE HOME  
ECONOMICS MOVEMENT

As in all the elementary studies the schools are felt to be a necessary adjunct to the mother in the education of her children, so in the study of home economics the schools are able thru their scientific study of the home and careful correlation with other subjects to accomplish far more than can be accomplished in the individual homes. At the present time this is felt to be particularly true because few mothers of this age have had any scientific preparation for housekeeping or have made a study of the economic condition of the home. That the mother is the child's best teacher may be true in the study of home economics as of other subjects, but that the mother should be the child's only teacher would almost surely offer to progress the same barrier from which the home has too long suffered. Has the home developed with the same rate of progress that other social institutions have developed? Compare our finely equipped schools with the homes of their patrons. In the former are all the conveniences that science has made possible; in the latter the kitchen, or workshop, is often dark and inconvenient and but poorly equipped with those devices which lighten labor and make possible accurate results. National bureaus have been established in order to make a study of foods, questions of hygiene, and human nutrition. The relation of this work to stock-raising and commercial branches has long been felt, but that it may have an equal bearing on human life is still a matter of surprise

as evinced by the farmer's exprest astonishment in the query, "The feeding of our children is of almost as great importance as the feeding of our stock, is it not?" Yes, there is no one factor more vital to perfect human development than that of food, and when we come to realize that the helthy human being is not only a happier, more efficient person but also worth more in money value both to himself and the nation we appreciate the importance of the work that rests in the house-keeper's hands. Intemperance, contagion, sickness and deth can be vastly diminisht when our home life becomes all that science can make it, and life itself will progressivly attain its highest achievements.

The proverbial conservatism of woman has always tended to delay progress in the home. Lack of competition and a failure to tabulate and compare results have been other factors which have prevented a progress in the home that was proportionate to the progress in the nation. In the study of home economics in the school the child will not meet with these conditions as in the home. Contact with others interested in the problems of home life, the relation of the home to the sciences, to history, economics and literature, the opportunity to compare results, the necessity for definit statement of conditions and the stimulus given by competition in school work will interest the child and give the study a value that could never be derived under the mother's unaided instruction in the home.

#### VALUE OF EDUCATION AND TRAINING IN HOME ECONOMICS TO TEACHERS

The study of home economics should not be restricted to the future wife and mother but should form a part, however meager, of the education of every girl and boy. The laws of personal and public hygiene, the questions of pure foods and food adulterations, market prices and conditions, and the economic relation of the members of the family should at some time have a place in the curriculum of every school. The elementary schools alone reach all the boys and girls of the country, hence the great responsibility of



PLATE II. A CORNER OF THE DINING ROOM

elementary teachers in this regard. Special teachers of such branches are often not available and even were they to be had it is not always desirable that home economics be taught as a separate subject; time and material are too often lacking to make that feasible. The best method is to relate, as closely as possible, the various subjects in the school course to questions of the home, and thus to develop the child's interest and broaden his knowledge at the same time. The problems in arithmetic can be made to have some direct bearing on household expenditures, the work in bótany may lead on to vegetable gardening, and history may be made more interesting as one contrasts the homes of the past with those of the present. Therefore it becomes almost imperative that the teacher in the elementary schools have some special training in home economics in connection with her normal-school training. It will not be necessary for her to have acquired the knowledge that might enable her to plan a home with an architect's precision, to execute an elaborate system of book-keeping or to be versed in all the art and science of cookery; but her training should be sufficient to enable her to understand the sanitary conditions of the home, to make a wise division of the income, and to choose the proper combinations of food for a family. The first two or three courses in household science as outlined below might thus be added with greatest profit to the general preparation required of the elementary teacher for at every step in her work—in nature study, in physiology, and in various other branches—such knowledge would prove of value, and the worth of the teacher to the community would be vastly enhanced. Thus many who are far removed from special teachers and technical schools would feel the influence of the home-economics movement and the benefit of the work given at the normal schools would be manifold. Therefore the courses in household science are so planned that they will be of value to the grade teachers as well as the special teacher, hoping that thereby they may reach all the homes of the state and that to the children of every school some helpful knowledge of home-making will be given.

## GRADES IN WHICH HOME ECONOMICS SHOULD BE TAUGHT

At what period of school life the work may be undertaken in order to secure the best results is a question which admits of much discussion. There are undoubtedly some phases of home economics which can be presented from the earliest grades by correlation with such other subjects as nature study, geography, and history. The plan more generally adopted is to begin the special work with the fifth grade, for the children of that age are beginning to have the desire to be of service in the home and they are so active physically that work attractively presented does not seem irksome even though it be but plain cooking, sweeping, and cleaning. However, at this early age children do not appreciate many of the points relative to the chemical composition of foods and to the laws of sanitation; so the study of household science is frequently delayed until the eighth grade, other forms of handwork being presented prior to that time. The girls in the eighth grade are more difficult to handle but their interest when secured is felt to be productive of greater good; for many eighth-grade girls are already beginning to have responsibilities fall upon them at home and are therefore able at once to apply the acquired knowledge, thus making the course of direct value to the home and the community. In some districts the girls are beginning to drop out of school just before the high school is reached, and it is felt that the presentation of a subject in the eighth and ninth grades which is so attractive as cooking may be a means of prolonging their school days.

While much of the practical work in the study of home economics can well be presented in the grades the ideal time for the presentation of the subjects in its entirety is in the high school or in the college and normal-school courses when all the related sciences are being more or less exhaustively studied and when relations can be more intelligently grasped. As in all other courses, the student will get from the work just what she puts into it; and the mature student will find the work of far broader interest and deeper profit than

the young girl whose work in nature-study has not yet carried her into the realms of chemistry. On the other hand an early familiarity with the principles of cooking and cleaning will mean much in developing habits of personal cleanliness and usefulness that will be of value thru life.

COURSES IN HOUSEHOLD SCIENCE OFFERED AT THE  
ILLINOIS STATE NORMAL UNIVERSITY

A brief outline of the courses offered in household science at the Illinois State Normal University will give an idea of what is attempted here. The six courses in household science offered are distinctly graded steps.

*Course I* is devoted entirely to a study of foods and the principles of cookery. The study of foods is based on a knowledge of the food principles which is made thruout the the basis of the work. The points emphasized in connection with the food principles are their chemical composition, physical properties, their presence and function in the human body, the amount required in order to produce the best results in nutrition, the sources from which they may be obtained, the processes of digestion which they must undergo in the body and the changes caused by the various processes of cooking. Having obtained some conception of what is ment by the classes of food principles the student next takes up the study of special foods to illustrate each class and to apply at once the theoretical work presented. Every food handld is studied as exhaustivly as possible in relation to its source or manner of growth, the method of its preparation for market, handling and preservation in market, its structure, qualities, cost and final preparation for table. When the cooking of a food is presented, the purpose, methods, time and economy are all discust, the method of serving, garnishing, accompaniments, digestibility and nutritiv value. This course is applied science in the fullest sense of the word. The growth of plant and animal food; the process of food manufacture; the physical changes produced by heat and by other processes of food preparation; the chemical changes which take place in the growth, preservation, cooking and digestion of food; the bacteriological changes to which foods are subject; and the economic conditions which affect market prices must all be studied that the work may be of real value. At the same time the laboratory work is a constant drill for instiling habits of methodical work and ideals of sanitary clenliness and is the means of develop- ing skill in the preparation of foods for the table.

*Course II* is a continuation of the work given in Course I with a wider application of principles therein laid down. Opportunity is given in this course for reference readings which acquaint the student with household-science literature and make possible a determination of relative values. A portion of the time of Course II is given to the study of household management wherein the value of home economics to the country and the individual is discussed and the formation, administration and maintenance of the home are studied. This includes the history and development of the home, methods of keeping household accounts and regulating household expenditures, the questions of domestic service, laundry work, and household hygiene.

*Course III* is the next step in advance of Course II. The combination of foods and planning of meals is especially emphasized, the student's knowledge of processes of cooking and skill in manipulation having been previously developed. The work in household management in Course III comprises lectures and practical observation in marketing by visiting markets and manufacturing plants. The quality, price, and use of food stuffs are studied and pure food laws and requirements are considered.

*Course IV* is devoted to the practical lunch-room work in which the students plan, prepare and serve lunches in quantities sufficiently large to develop greater skill and better judgment than is possible earlier in the course. During this course the students will be given practice in buying, directing, and estimating the cost of meals and the time and labor involved in their preparation.

*Course V* is devoted entirely to the theoretical work in the study of dietaries and the establishment of the balanced ration. Lectures are given in home nursing, or care of the sick, the development of the home economics movement and the progress, equipment, and needs of the household.

*Course VI* is devoted to invalid cooking, advanced cooking, with formal service and demonstration methods. This last branch is one of considerable importance in the equipment of the teacher of household science, but its value has never yet been given the recognition in this country that it has in England where household science has undergone development along different lines. The needs of many localities can be met in no other way than by demonstration work, and the successful teacher must be mistress of the methods.

## HOUSEHOLD ART

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### HOUSEHOLD ART DEFINED

Household art is that part of home economics that has to do with the study of the economical, appropriate and artistic furnishing and decoration of the home; also the comprehensive study of clothing, its purpose, suitability of design, color and materials.

The women of this generation have been accused of being the cause of all of the atrocities that stock the market, both in regard to dress and house furnishing: whether this is true or not, these contradictions to good line and color are perpetrated on the public, and it is the aim of the course in household art to prepare the girls of the rising generation to shun all articles of clothing and house furnishing that do not conform to the rule, "Everything that adorns the person or home should be simple in line and color and appropriate to the use intended."

### THE STUDY OF TEXTILES

There was a time, about a hundred years ago, when in every home a girl could learn processes of textile manufacture and garment-making in companionship with her mother. These lessons were as imperative as the three r's; there was no question as to the value of such training nor did the girl lose caste in the acquirement of such an education.

So long as the home was the center and seat of industry, the girl was educated there not only in the technique of home economics but in its ethics. She acquired the habits, sobriety, thoroughness, honesty, devotion to the good of home, church and community, and the sense of responsibility that made her a good home-maker as well as a good woman. She had opportunities there to know, to do and to be.

In the present industrial system we find the home robbed of many of its earlier functions to be sure, but still perpetuat-



ing many. Its relations to other institutions are more complex and deeper than ever, but its hold on the sentiments and affections is more consciously deep and firm than ever. At the same time that the application of science—physical, chemical, and biological—to home activities is becoming more feasible, the dependence of the home on large activities is becoming deeper. At the same time that a house-wife must know more about chemistry in order to do her own work, the welfare of the household depends more than ever on the condition of municipal housekeeping, on the purity of foods, and the soundness of materials.

When the industries were in the home, and women spun and wove their own materials, they knew the properties and uses of the textil fibers of which they made thred and cloth. By this natural process they were taught to judge goods and when they bought materials, could tell easily by what they were made.

With the introduction and multiplication of machinery, run at greatly diminisht cost, home manufacturd materials have disappaeard, and today women buy machine-made textil products and redy-made garments.

In this transition from home-made to factory-made textiles and garments, the girl has lost all of that naturally acquired technical education and it is difficult for a young woman to get even the most meager training necessary for intelligent buying or the making of her own wearing apparel.

The question of intelligent buying is most serious when we consider that it is the women who are the great consumers; they are the ones who buy the output of the enormous cotton, woolen, silk and linen factories; they select the clothing for the family and supply the table with linen: they make home restful or disquiting by their selection of rugs, hangings and furniture.

Since the textil industries are especially influenced by women, and their knowledge or ignorance as consumers is a controlling factor in the nation's industrial development; and since the means of naturally acquiring an adequate, working

knowledge of the properties of the textiles have been removed from the girls, what should be done? Since it is of such vital importance, the schools should provide to give the girls a knowledge of the physical construction of the textil fibers and their properties, so that she can judge of the hygienic, warmth-giving properties and have a full understanding of the processes of manufacture so that she may be able to purchase wisely.

The value to the community of this enrichment of the girls' experience would lie in a solution of some economic problems that confront us all in the increast cost of living.

On all sides we hear the agitation of increast cost of living and woman's failure to meet its demands. What is being done to remedy the trouble? In what classes do we hear discust the adjusting of standards of living to weekly incomes? That is what every girl who passes out from the schools will have to do sooner or later, and where is she to learn it?

The ignorance of almost every purchaser of textiles has been the means of piling up fortunes for unscrupulous manufacturers. The adulterations of textiles are almost as astounding as the food adulterations. They have reacht such perfection that even the expert is deceivd and needs more than his strong lens to detect the frauds.

There are a few simple tests that any one can use that will help in the search for real values. A few of these tests such as the "fire test", the "water test", and the "breaking test" are very good for ordinary use and need no knowledge of chemistry to understand and can be given advantageously to the girls in the sixth and seventh grades.

The problems of wise purchase, of adjusting standards of living to weekly incomes, and of personal responsibility in the family and business life must be solvd by the conscientious teacher of home economics. To teach household art primarily to meet personal needs regardless of economic and esthetic considerations is not contemplated.

To be of worth, a lesson in sewing, dressmaking, household decoration or millinery should stimulate thought, train



PLATE III. SEWING CLASS

judgment and taste as well as hands, and correlate with some of the pupils' other work—history, art, geography, economics, or arithmetic.

One of the strongest claims of home economics is that it welds together the experience gained in other studies. What profit would household science be without chemistry, physics, biology, history, arithmetic, physiology and economics? and household art without chemistry, history, art, economics, geography and arithmetic? In their application to everyday life, those studies would lose none of their significance, but rather, their importance in solving life's problems would be more readily recognized and appreciated.

Not infrequently is the remark heard during a lesson in textiles, "Oh! I remember reading something about that when I was studying history or geography but it didn't mean much to me"; or during a drafting lesson, "You certainly do have to know your arithmetic in order to draft your patterns"; or when a machine or gas stove is obstreperous, "I wish I knew my physics well enough to fix this."

It is in this desire to bring about the union of all the experiences of the girl and make her school work so intertwined that no one subject stands out in isolation that the industrial training finds its strongest argument. Let the girl see that her work in the industrial department is the better for her success in her other work—mathematics, art, history, etc., and these studies will take on a new interest to her.

#### THE TEACHER OF HOUSEHOLD ART

Now if industrial training demands recognition as an integral part of the public school curriculum the question arises, who is to teach it? In the elementary school, the ideal way would be to have the grade teacher assume this responsibility. She understands the capacities and temperaments of her pupils better than a special teacher who comes in for a few moments once or twice a week; also the pupils are accustomed to the methods of the regular teacher. Any subject that she may introduce to them would be taken quite

as a matter of course, and her opportunities for correlation are better than those of the special teacher. There would be time and energy saved by such an arrangement.

Of course with the crowded curriculum as it now stands this would be an imposition on the grade teacher. If we are to introduce industrial training into the schools, it will profit very little to be put in as an "extra" and taught as such.

If it is thought advisable to relieve the already over-taxed grade teacher by having special teachers for the industrial work, well and good; but it will be found that only that degree of excellence, which is desired, will be seen where there is concerted action and sympathetic interest between the grade and special teacher—each to be alert to and understand fully and anticipate the needs and requirements of the other. For this reason a regular normal-school course before the special work is advisable. So whether the sewing be taught by the grade teacher or special teacher, a full understanding of the grade work and special work will be necessary for the one who does it.

In the secondary schools where most of the work is under special teachers, a special teacher of domestic art is advisable.

#### AN IMPORTANT FUNCTION OF NORMAL SCHOOLS

If it is proposed to have the grade teacher give the special work, and admitted that she can not get adequate training at home for this purpose, how is she to get it? The normal schools that train her for the other work, must also train her for this equally important phase of her work.

If the subjects designated as *specials* are taken in as a part of the public-school curriculum, they thereby lose such appellation and should be treated the same as subjects that have held undisputed place in the curriculum for the past half century.

If the normal school is to meet the requirements of the school question, it cannot escape the responsibility of training teachers so they will be ready for full service. That teacher is professionally and socially most efficient who in

his training actually experiences the application of his so-called culture studies to the industries and the economic problems of the day. How better can this be accomplished than by the trained teacher who loses no opportunity of showing the bearing of all education on a life of usefulness?

The normal schools are recognized as institutions in which preparation for a public career takes into consideration the actual demand that is made on the teacher who must undertake the work required by the public schools. Their future influence as well as their usefulness depends upon their adaptability to the modern movements in educational thought and practice.

With the universal demand for industrial education comes the demand for teachers of the work and the normal schools are the best agencies for training special as well as regular teachers. They are here and well organized; they possess excellent standards; and they have the sympathy and support of the people.

The curriculum of each normal school should be such as will fit a teacher for work in his state. Whatever the educational needs in the varying communities are, they should find their solution in the curriculum of the state normal schools in so far as the training of teachers is a factor in such solution.

#### COURSES IN HOUSEHOLD ART

The following courses in household art are given in the Illinois State Normal University. The work is elective for all who wish to take it; the entire two-year course is compulsory for those wishing to specialize in household art.

*Course I. Hand Sewing for Elementary Schools.*—In this course are given the fundamental principles of hand sewing in their application to garments of interest to the child.

This includes weaving, darning, mending, crocheting, knitting, simple garment making and articles for use in the home, such as towels, bed linen, curtains, table runners, pillow covers, shoe bags, laundry bags, clothes bags, broom bags, couch covers, etc. In connection with this work in the study of textiles, the history, comparison of different textiles,

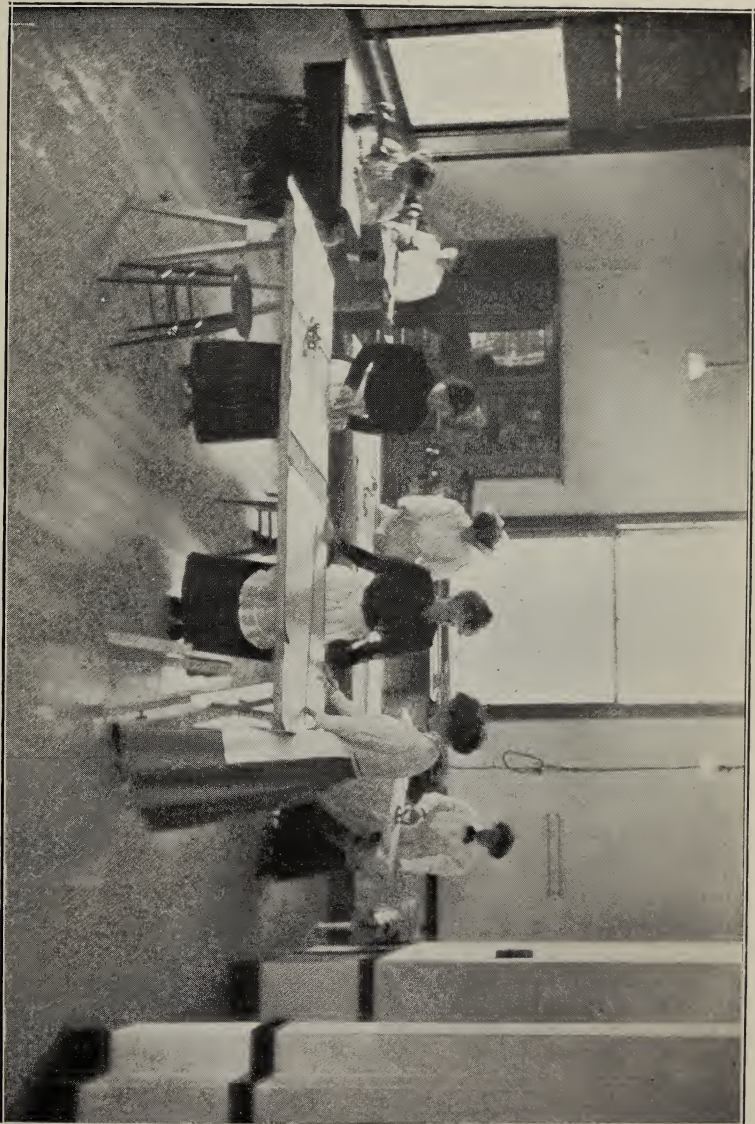


PLATE IV. DRAFTING CLASS

adaptability to the use intended, quality, width and price of textil fabrics.

With the garment-making are discust such topics as cost of clothing and its care, economics of purchase, judicious planning and cutting, simplicity of style and color, appropriate apparel for different occasions, beauty of neatness and clenliness.

*Course II. Sewing for Secondary Schools.*—This course includes hand and machine sewing, drafting and making undergarments and shirt waists, embroidery, use of purchast patterns, care of machines and household decoration.

Under household decoration are considered the finishing, decorating, and furnishing of the home from the standpoint of clenliness, durability, suitability, the artistic, and cost.

The topics to be discust under the hed of clothing are elements to be considerd in making clothing, form and size of the individual, suitability of clothing for different occasions, economy in cutting, order of making, care of clothing, cost of garments and planning outfit for one year for a certain price.

*Course III. Household Economy.*—Organization of the house and its adaptation to modern conditions; the relation of the housekeeper to municipal problems; the family income and its expenditures; true and false economy; house furnishing, including use of color, design and textils; the factors essential for maintenance of a well-ordered home.

*Course IV. Dressmaking.*—This course includes drafting and making shirt-waist suits or simple unlined dresses of washable material, and making of a cloth gown.

The following topics are considered: the principles of dressmaking; the taking of accurate measurements; making and use of patterns; choosing and economical cutting of materials; and the making of gowns.

*Course V. Theory of Teaching Household Art.*—This course considers the relation of household art to education, the methods of teaching it in various kinds of schools, the planning of lessons and courses of study; and certain problems of equipment and cost.

The practical work consists of observation and practis teaching in the Training School of the University.

*Course VI. Millinery.*—This course includes the construction and trimming of hats, beginning with the use of foundation material; the making and altering of wire frames; cover-



ing and completing frames in various ways; encouraging the renovation and use of old material.

The subjects to be discust in this course are history, simplicity, suitability and cost of hed dress; the claims of the Audubon Society.

With these requird courses in household art must be taken courses in teaching process, science of discourse, drawing, psychology, commercial geografy, general method, economics, physiology, history of education, principles of design, principles of education, school management, industrial history and floriculture.

The household-art courses contemplate and seek a close correlation with the work in the other departments of the University.

The work in the different courses offers splendid opportunities for connection with arithmetic, nature-study, botany, chemistry, history of art, physics and economics. The time required for these studies might be considerably lessend by a close correlation—this might be a possible solution to the crowded curriculums that are so much deplored at the present time.

The courses as outlined are intended for the special teacher of household-art. The courses I, II, and III are contemplated for general grade teachers.

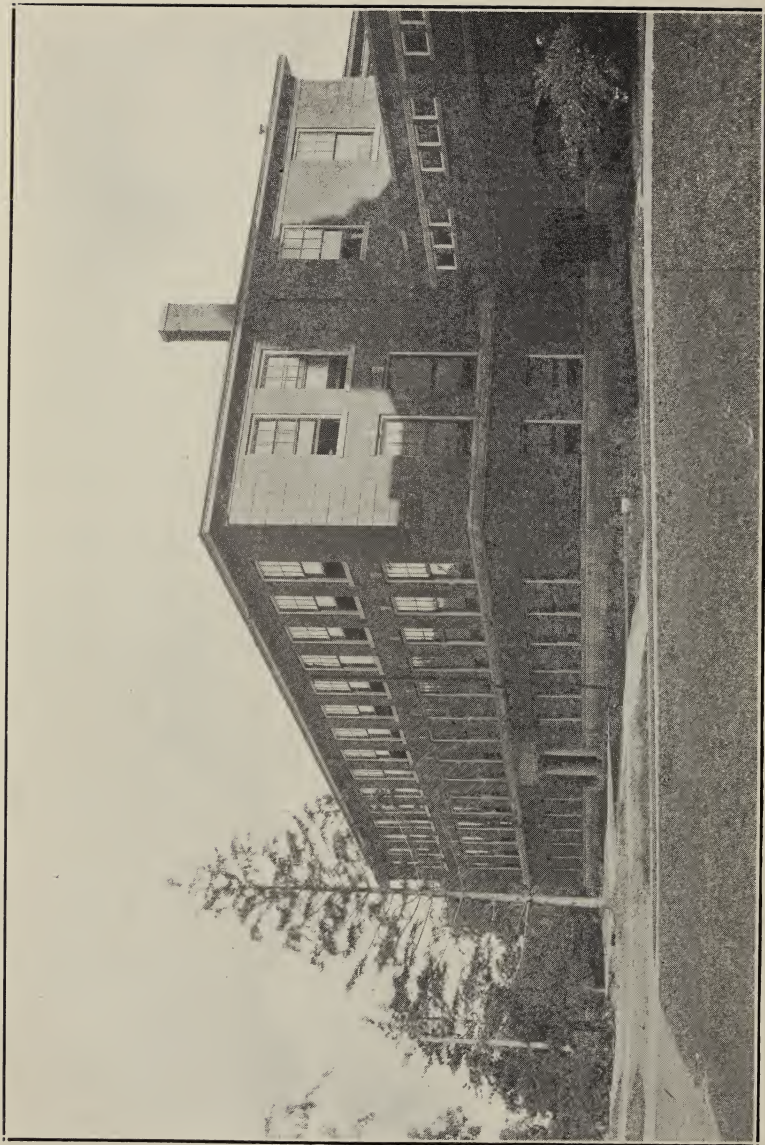


PLATE V. MANUAL ARTS BUILDING

# THE ILLINOIS STATE NORMAL UNIVERSITY

Offers superior facilities for the training of teachers. Its equipment includes:

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A school garden with two and one-fourth acres, and a well-stocked greenhouse.

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The regular programs all include a review of the common branches, music, drawing, five terms of psychology and pedagogy, three terms of practical teaching, and such advanced courses as may be needed.

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Special programs are also provided each two years in length in art, manual training, household art, and household science. These are open to high-school graduates or other students of equal preparation.

The spring term begins March 21.

The first summer term begins June 13.

The second summer term begins July 25.

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